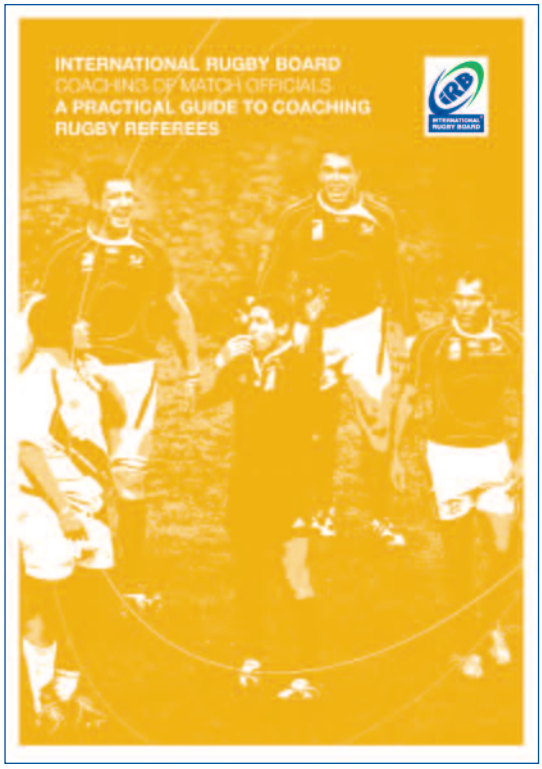
Coaching of match officials



Level 2 Workbook

Coaching of match officials

Level 2 Workbook

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General course information

Entry requirements

Level 1
At least three seasons of refereeing experience and a desire to support other referees through the medium of coaching.

Level 2
At least five seasons of refereeing experience, Level 1 CMO (or equivalent) and a desire to support other referees through the medium of coaching.

Module resources required

Level 1
- CMO manual
- Level 1 CMO workbook
- IRB Laws of the Game book/DVD

Level 2
- CMO manual
- Level 2 CMO workbook
- IRB Laws of the Game book/DVD

Assessment

Level 1
This course is an attendance only course. Participants will be awarded the IRB Level 1 Coaches of Match Official Certificate if they attend all modules of the course and contribute fully.

Level 2
At Level 2, the participant can choose a Certificate of Attendance or Certificate of Accreditation. In order to achieve the IRB Level 2 Coach of Match Officials Accreditation the participant must:
- attend and participate in all modules of the course
- demonstrate competencies across a range of criteria
- submit a CMO diary.

Delivery methods

The Level 1 course will be delivered by:
• presentations • video analysis • role play • problem solving tasks.

The Level 2 course will be delivered by:
• presentations • video analysis • live match attendance and referee coaching
• role play • practical sessions.

Acknowledgments

The IRB would like to formally acknowledge the commitment, effort and professionalism of the author, editorial team and consultancy team. Their contribution to the development of this programme is gratefully received.

Author:
Keith Hole

Editorial Team:
Mike Luke and Mark Harrington

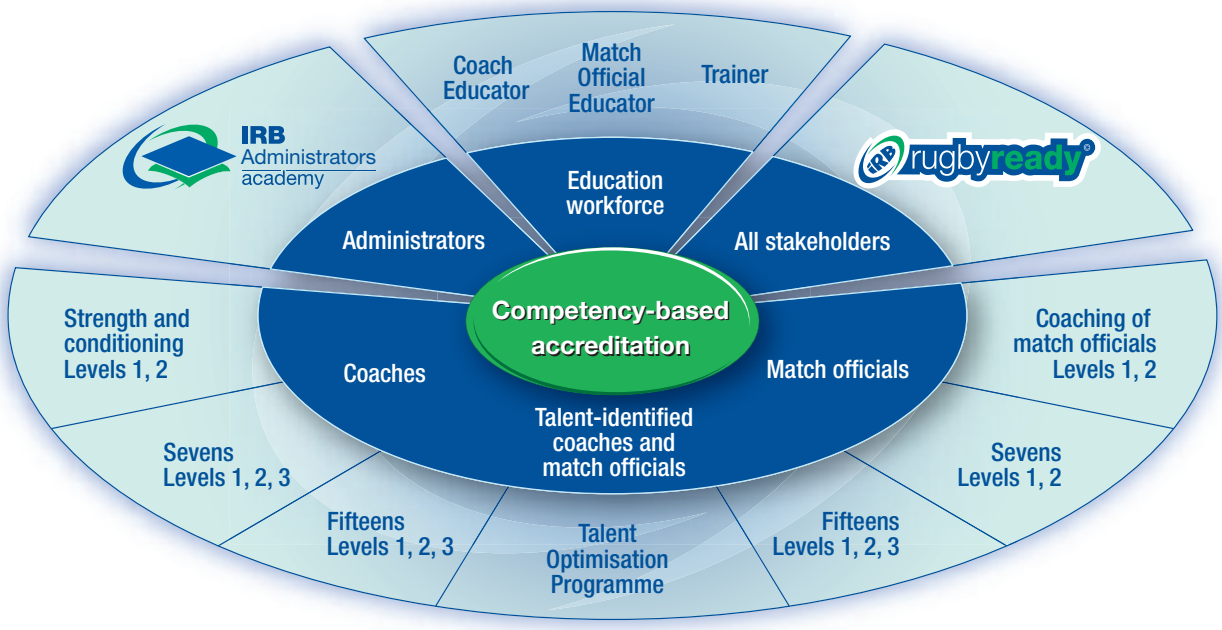
Consultancy Team:
Bruce Cook (IRB), Steve Griffiths (IRB), Andy Melrose (RFU), Bernd Gabbei (DRV)

About this resource

This workbook is intended to accompany the Coaching of Match Officials generic course manual, entitled 'A Practical Guide to Coaching Rugby Referees'.

The relevant workbook(s) can then be added into the folder as a CMO attends a relevant course.

IRB Training and Education courses



IRB Training and Education courses have evolved since the mid 1990s, and have been updated regularly since then using the expertise in member Unions and the skills of a select number of IRB Trainers who are also 'content experts'.

Since 2006, the IRB provision has extended to serve more stakeholders, as demonstrated in the portfolio above. All courses are now competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

In addition, IRB courses can now only be delivered by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards. All record keeping and certification is undertaken from the IRB's headquarters in Dublin, Ireland.

Module 1 - Introductory practical task

Task 1.1

- **Watch (brief) DVD of part of a match**
- **In pairs, complete match stats and running notes**
- **Identify and comment on 'general' competencies**

Each group to comment on and note those that were relevant and 'tested' during the clip - record running notes from DVD and a set of stats. Allow a good 25-30 minutes of a match DVD. Working in pairs, one should take the notes and the other should do the stats, perhaps swapping over halfway through.

Game preparation and analysis

Decision making

Communication

Law knowledge and game understanding

Match statistics form

Referee . . . . . .

Match . . . . . .

Venue . . . . . Date . . . . .

Conditions . . . . . .

	Total
SCRUMS	
Resets etc	
Poor engagement	
Not stationary / square	
Wheel - before feed	
Collapse / stand up	
Same tunnel	
Tightheads	
Turnovers - wheel >90°	
Penalties	
Binding - all players	
Collapse	
Driving up	
Offside	
Other	
Free kicks	
Push off mark	
Delayed feed	
Crooked feed	
Incorrect engagement	

LINE-OUTS	
Won against throw	
Quick thrown-in	
Not straight	
Penalties	
Jumper taken in air	
Holding down	
Barging	
Offside	
Other	
Free kicks	
Gaps	
Early lifting	
Numbers	
Not in 5 metres	
Other	

TACKLE / RUCK / MAUL	
Unplayable T/R/M	
Turnovers	
Penalties	
Tackle	
Not allowing release	
Not releasing ball	
Enter tackle wrong side	
Not stay on feet	
Ruck / Maul	
Incorrect joining R/M	
Offside	
Hands in ruck	
Collapse	
Hands - player off feet	
Other	

	Total
GENERAL PLAY - PENALTIES	
Foul play	
Obstruction	
Early tackle	
Late tackle	
High tackle	
Dangerous tackle	
Tackle player in air	
Deliberate knock on	
Offside at ruck	
Offside in general play	
Not 10m at PK/FK	
Extra 10m at PK/FK	
Other	

KICK OFFS	
DROP OUTS	
MARKS	

INJURIES	

TJ REPORTS - #	
TIME	

SIN BIN	
SENT OFF	

ADVANTAGE	

KICKS IN GENERAL PLAY	

SCORES												
Team	T	T	T	T	T	T	T	T	T	T	T	T
	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time												
Score												
Team	T	T	T	T	T	T	T	T	T	T	T	T
	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time												
Score												

SUMMARY			
	First half	**Second half**	**Total**
Scrums			
Line-outs			
Penalties			
Injuries			
TOTAL			

PENALTIES & FREE KICKS			
	First half	**Second half**	**Total**
Team names			
Scrums			
Line-outs			
T/R/M			
General play			
TOTAL			

Running notes

Time	Details of events

Summary of referee's performance:

Learning outcomes from Module 1

Note here the learning outcomes achieved, together with any comments or suggestions.

Module 2 - Refresher from Level 1

2.1 Coaching v assessment

Task 2.1

From the 'Coaching v assessment' section on page 12 of the CMO manual, list two or three points which, to you, best define the difference between 'coaching' and 'assessment':

2.2 The coaching process

There are several key stages in the coaching process:

- Building a positive coach-learner relationship with the match official;
- Gathering useful information about the current performance of the match official;
- Providing feedback to the match official;
- Planning a learning program to help the match official improve his/her performance.

Task 2.2

In your small groups, discuss at least one of the following:

- Possible ways of building a positive coach-learner relationship with the match official
- Possible ways of gathering useful information about the match official
- When, where and how to provide feedback to the match official

Here, we are looking for the longer term approach, not just on 'match day'.

2.3 The learning programme

Task 2.3

Now note some suggestions for a learning programme. Again, assume that we are planning for the longer term.

2.4 The 'REVIEW' process

The REVIEW process described below provides some guidelines to assist the coach in the provision of coaching feedback to a referee following the game.

Stages	Sample statements / questions
R: Re-assure and Re-integrate (N.B. start quickly, be honest but reassuring and non-judgmental)	I really liked the way you... It was great the way you... You did really well when...
E: Establish focus on the referee's objectives	What did you want to achieve yourself? What was your personal goal for today? How did you approach today's game?
V: Visit through questions	In trying to achieve your goals, what went particularly well? What else went well? What about..., how did that go? When you have the chance to do it again, what would you do differently? What didn't go to plan? What were you less happy about?
I: Invite referee to contribute in a structured way and add your own input when the time is right It helps to keep it structured at this point; if necessary, start with more positives and then move on to other observations and helpful feedback, focusing on things the referee will be able to improve	What else did you think went well? What about...? How else could you have handled...? What could you have done to deal with...?
E: Emphasise and summarise the key learning points	Lots of useful things here... Let me try to summarise them...
W: What has been learned from the experience?	What have you learned from today? What do you think you need to work at? How do you plan to address that issue?

Task 2.4

Develop a set of statements and questions from the above guidelines that are relevant to the performance of the referee in the introductory task in Module 1. Split into three groups as follows:

- First group presents their suggestions;
- Second group assesses the first group's outcomes;
- Third group leads discussion on defining a combined set.

R: Reassure and re-integrate

E: Establish a focus on the referee's objectives

V: Visit through questions

I: Invite the referee to contribute in a structured way, and add your own input when the time is right

E: Emphasise and summarise the key learning points

W: What has been learned from the experience?

2.5 Coaching at different levels

Task 2.5

Note what you feel the continuum chart means for a referee in his/her development.

Note what you feel it means for a referee coach in relation to a referee's development.

Learning outcomes from Module 2

Note here the learning outcomes achieved, together with any comments or suggestions.

Module 3 - Manage and plan

3.1 The coaching regime

Task 3.1

Individually, note some short term and longer term strategies for the referees and coaches in a typical society/association.

1	Referee recruitment and retention
2	
3	
4	
5	
6	
7	
8	

3.2 Goal setting for coaches of match officials

Task 3.2

List what you think would be appropriate goals for a coach of match officials.

1	Improve my questioning technique
2	
3	
4	
5	
6	
7	
8	
9	
10	

3.3 Goal setting for match officials

Task 3.3

Role play in groups - referee and referee coach agree on suitable goals, both short and long term.

Agreed goals:

Do they comply with the 'SMART' guidelines? Note any which, if any, you feel are outside those guidelines.

3.4. Coaching and grading structure

In most associations or groups of referees, there is the constant issue of who is appointed to which games and why. Lack of transparency in appointments is a major source of discontent among the refereeing fraternity. Whilst it could be argued that 'grading' is more akin to 'assessing' rather than 'coaching', many associations and societies have few coaching personnel and no assessors or selectors. This means that, maybe, the only realistic way of achieving transparency in appointments is for a grading process to be performed, using coach's input. Could we therefore put in place a group of (refereeing/coaching) experienced people who are responsible for the areas of operation which can be seen as a credible body?

Task 3.4

In groups, complete a SWOT (strengths, weaknesses, opportunities, threats) analysis on the above thesis and then, as a group, note your agreed conclusions.

STRENGTHS	WEAKNESSES

OPPORTUNITIES	THREATS

Conclusions:

Learning outcomes from Module 3

Note here the learning outcomes achieved, together with any comments or suggestions.

Module 4 - Communication issues

4.1 Conflict resolution

Task 4.1.1

Identify a list of possible causes of how/why a referee may become involved in a conflict situation with a referee coach.

Task 4.1.2

Identify a list of possible causes of how/why a referee coach may become involved in a conflict situation with a referee.

Task 4.1.3

Identify a list of possible causes of how/why a referee may become involved in an escalation of a conflict situation with a referee coach.

Task 4.1.4

Identify a list of possible causes of how/why a referee coach may become involved in an escalation of a conflict situation with a referee.

Task 4.1.5

- Your trainer invents a potential cause for conflict. One attendee plays the role of the CMO, another as the referee.
- Each of you notes, in the space below, your views of the 'confrontation'.
- Refer to the eight points in the CMO manual (page 23) as a guide to the areas to be addressed.

Notes:

Task 4.1.6

Note the relative strengths and weaknesses of both the referee coach's and referee's handling of the conflict and its management and resolution.

CONFLICT HANDLING

STRENGTHS - REFEREE	WEAKNESSES - REFEREE

STRENGTHS - REFEREE COACH	WEAKNESSES - REFEREE COACH

RESOLUTION

STRENGTHS	WEAKNESSES

4.2 Personality profiles

Good management of referees by referee coaches is considered an essential part of the philosophy of the process of coaching. In this section, you will be exposed to a basic technique which will assist you in determining the personality type of a referee. This will then enable you to structure your discussions with referees appropriately in order for the referee to get the most from the session.

Task 4.2

'DISC' profiling
The task below requires you to answer a series of questions or statements about yourself, and mark them with a score from one to ten. Your score should be determined by whether you perceive that statement as being true or not (1 being very untrue, 10 being very true).

Answer each statement quickly with the first number that comes into your head - and remember, there are no right or wrong answers! Then add up the totals of each column, so that you have a total for each of D, I S and C. Now, on the chart which follows, plot your scores on the line for each letter and then connect the dots with straight lines.

Statement	Mark 1-10 1=very untrue, 10=very true
D	
I am results-oriented	
I accept challenges	
I am strong-willed	
I take initiative	
I am willing to confront	
I make decisions easily	
I am ambitious	
I have a sense of urgency	
I take authority	
I am assertive	
I like solving problems	
I question the status quo	
Total of D:	
I	
I am persuasive	
I am socially outgoing	
I am informal	
I am fun-loving	
I am energetic	
I show a lack of concern	
I participate in groups	
I see possibilities	
I create a motivational environment	
I am open with my feelings	
I am a user of others	
I don't like to be hemmed in	
Total of I:	
S	
I am eager to please	
I am helpful	
I am not highly competitive	
I have difficulty saying no	
I am loyal	
I can calm excited people	
I am a good listener	
I am patient	
I lack interest in goal-setting	
I let others take the initiative	
I enjoy assisting others	
I need security	
Total of S:	

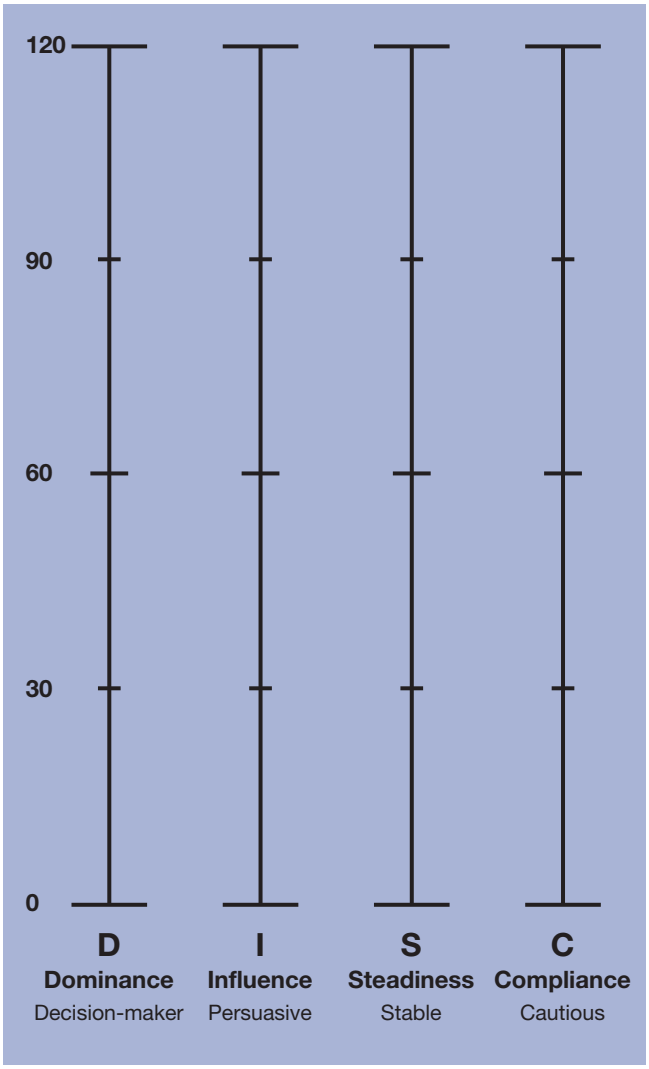
Statement	Mark 1-10 1=very untrue, 10=very true

C

I am orderly and systematic	
I am deliberate and unaggressive	
I enjoy study and analysis	
I am a critical thinker	
I am detailed and thorough	
I am well-organised	
I like accuracy	
I weigh up the alternatives	
I need standard procedures	
I like having detailed guidelines	
I have a steady, quiet manner	
I dislike sudden changes	
Total of C:	

Now plot your results on the disc graph in the next column. Some questions for you to consider:

- What are your main personality traits?
- Having completed the exercise, are you surprised with the results?
- Do you agree that the results provide an accurate assessment of the kind of person you are?
- Can you see benefits of working to increase other personality traits in certain situations?



Conclusion

It is important to keep in mind that no-one's personality is completely one-dimensional. Some of us have more than one strength, and some of us are able to switch into different roles depending on the situation.

The critical thing about this exercise is that you can better understand your own personality traits, and can more readily identify the profile of others. This ultimately helps you in the way that you would communicate with that person.

Further, with the learning styles discussed earlier, and this method, it can be seen that as coach you have the tools to establish a worthwhile profile of your referee; a valuable aid in your dealings, both short and long term.

Learning outcomes from Module 4

Note here the learning outcomes achieved, together with any comments or suggestions.

Module 5 - Observation

- This module, whilst not exhaustive, is included to alert you to the inter-relationship of components.
- Refer to page 37 of the CMO manual for a discussion on 'cross-component linkages' and an example of such.

5.1 Reading the game

Task 5.1

In groups, discuss and develop some examples of cross-component linkages in relation to the performance, and hence the coaching, of a referee in either a particular game, or a pattern seen to be developing. Be sure to include general (refer to page 47 of the CMO manual) as well as technical competencies (refer to pages 48-58 of the CMO manual).

5.2 Materiality and contextual judgement

At the conclusion of this section, participants will be able to:

- Understand the principles of 'materiality';
- Delineate between 'advantage' and 'NME' (no material effect);
- Appreciate the game management implications and actions required.

Task 5.2

- View each clip, discuss and note decisions
- A maximum of three minutes will be allowed per clip
- View the clips as the referee, not the referee coach, simulating 'real-time'
- Report on whether:
  - The correct decision has been made, or
  - The correct decision has been made but query on advantage (no detailed explanation required), or
  - There is NME, should have played on (and reasons therefore)

Clip #	Correct? (✓)	Advantage okay? (✓)	No material effect (should have played on) and reasons
1			
2			
3			
4			
5			
6			
7			
8			

5.3 Basic positional play and ball line running

Refer to page 40 of the CMO manual for further information on where the referee should position himself/herself to manage kicks, passes, tackles, rucks, mauls, scrums and lineouts.

Task 5.3

For about a ten-minute interval, two or three times during a game, the referee coach should try to measure ball line running. This may have to be done at the expense of match statistics, or sometimes carried out for the coach by a colleague.

For each instance when there is a pass, kick, tackle, ruck formed, maul formed, ruck completed, maul moving/completed, scrum commenced, scrum completed, lineout commenced, lineout completed, or a restart kick, do the following:

Under a heading of either 'L' (in-Line), 'A' (Ahead) or 'B' (Behind), note with a mark [|] the position of the referee in relation to the ball or ball carrier. A kick chase is measured as being in line provided that the referee moves with the kick. Similarly, a pass back for a clearing kick again is measured as in-line provided movement is made back towards the kicker.

For each (10 minute) batch, the overall count (L + A + B) is established, then each individual count is calculated as a % of the total.

L:

A:

B:

Learning outcomes from Module 5

Note here the learning outcomes achieved, together with any comments or suggestions.

Module 6 - Consistency and coaching

6.1 Coaching in practice

What is the competency that both players/coaches and match officials at all levels agree is the highest priority? In a survey carried out in Australia, super (high performance), performance and participation (community) rugby players, coaches and match officals ALL agreed that consistency is the highest priority.

Task 6.1.1

What do we mean by 'consistent' (in relation to referees and referee coaches)? Write down some possible one or two word definitions.

Task 6.1.2

If we aim to achieve consistency, who is our target audience? Write down to whom should it be applied.

Task 6.1.3

How do we achieve the application of consistency in each of these categories? Write down how you suggest each category can achieve these objectives.

Match officials:

Coaches of match officials:

Groups of match officials and coaches of match officials:

Task 6.2

Working in small groups (maximum of two/three), use the tables on the following page to list (by component) the following:

- Indicators of non-compliance
- Possible causes
- Coaching hint including checklists

Tackle				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Ruck and maul				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				
3				
4				

Ruck and maul (continued)				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Advantage				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Scrum				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				

Scrum (continued)				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Lineout				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				
3				
4				
5				
6				

Control				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				
3				
4				
5				

General play				
Clip # & title	**Indicators of non-compliance**	**Possible causes**	**Coaching hints and checklists**	**Other (Advantage Materiality, Law)**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Learning outcomes from Module 6

Note here the learning outcomes achieved, together with any comments or suggestions.

Module 7 - Practical 'live' coaching

7.1 Practical coaching task

Try to arrange a live match where the referee can be a part of the exercise:

- Pre-match plan - with the referee or role-playing referee
- 'Live' match observation - live or DVD, preferably of local content
- Prepare coaching feedback in groups of two/three maximum
- Review video/DVD
- Deliver coaching feedback
- Prepare and discuss 'learning programme'

Task 7.1

- A simulated or actual pre-match discussion with the referee to obtain his/her goals and areas he/she would like looked at.
- Watching a DVD of, or attending, a match and the group should individually practice taking running notes.
- The group(s) then consult and develop a set of points to discuss with the referee.
- A feedback session should then take place with the nominated coach working through the various positive points, areas which require development, and matters to consider. This should incorporate the 'REVIEW' process discussed in Module 2.
- Individuals develop a written coaching report (forms included below). The trainer may review these reports and feed back comments to the individual participants.

Match statistics form

Referee . . . . . .

Match . . . . . .

Venue . . . . . Date . . . . .

Conditions . . . . . .

	Total
SCRUMS	
Resets etc	
Poor engagement	
Not stationary / square	
Wheel - before feed	
Collapse / stand up	
Same tunnel	
Tightheads	
Turnovers - wheel >90°	
Penalties	
Binding - all players	
Collapse	
Driving up	
Offside	
Other	
Free kicks	
Push off mark	
Delayed feed	
Crooked feed	
Incorrect engagement	

LINE-OUTS	
Won against throw	
Quick thrown-in	
Not straight	
Penalties	
Jumper taken in air	
Holding down	
Barging	
Offside	
Other	
Free kicks	
Gaps	
Early lifting	
Numbers	
Not in 5 metres	
Other	

TACKLE / RUCK / MAUL	
Unplayable T/R/M	
Turnovers	
Penalties	
Tackle	
Not allowing release	
Not releasing ball	
Enter tackle wrong side	
Not stay on feet	
Ruck / Maul	
Incorrect joining R/M	
Offside	
Hands in ruck	
Collapse	
Hands - player off feet	
Other	

	Total
GENERAL PLAY - PENALTIES	
Foul play	
Obstruction	
Early tackle	
Late tackle	
High tackle	
Dangerous tackle	
Tackle player in air	
Deliberate knock on	
Offside at ruck	
Offside in general play	
Not 10m at PK/FK	
Extra 10m at PK/FK	
Other	

KICK OFFS	
DROP OUTS	
MARKS	

INJURIES	

TJ REPORTS - #	
TIME	

SIN BIN	
SENT OFF	

ADVANTAGE	

KICKS IN GENERAL PLAY	

SCORES												
Team	T	T	T	T	T	T	T	T	T	T	T	T
	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time												
Score												
Team	T	T	T	T	T	T	T	T	T	T	T	T
	G	G	G	G	G	G	G	G	G	G	G	G
	P	P	P	P	P	P	P	P	P	P	P	P
	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG	DG
Time												
Score												

SUMMARY			
	First half	**Second half**	**Total**
Scrums			
Line-outs			
Penalties			
Injuries			
TOTAL			

PENALTIES & FREE KICKS			
	First half	**Second half**	**Total**
Team names			
Scrums			
Line-outs			
T/R/M			
General play			
TOTAL			

Time	Details of events

REFEREE'S COACHING REPORT

Name: . . . . . **Date:** . . . . .

Teams: . . . . . **v** . . . . .

Grade: . . . . . **Result:** . . . . .

Coach's name: . . . . .

Venue: . . . . .

Areas to look at (tick if mentioned in PP, cross if mentioned in AWRI):

☐ Control	☐ Mobility / fitness	☐ Communication	☐ Advantage	☐ Obstruction
☐ Positional play	☐ Near in-goal	☐ In-goal	☐ Line-out	☐ Line-out offside
☐ Scrum	☐ Scrum offside	☐ Ruck / maul	☐ Ruck / maul offside	☐ Open play offside
☐ Kicks	☐ Foul play	☐ Reading game	☐ Consistency	☐ Tackle

Description of game:

Ground and weather conditions:

Positive points (PP):

Areas which require improvement (AWRI):

Matters to consider:

Summary:

Signature:

Learning outcomes from Module 7

Note here the learning outcomes achieved, together with any comments or suggestions.

NOTES